

The benefits of peer coaching as a support system for early childhood education students.

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Abstract

This research investigates how students are supported at tertiary level when involved in peer coaching partnerships and whether both partners identify the same benefits. The study used a mixed methods case study and narrative inquiry approach and is located in the tertiary education sector in New Zealand where a group of student teachers studying on a field-based initial teacher education programme were about to set out on and undertake a peer coaching journey. The factors which the participants reported as important to maintain successful peer coaching partnerships are also examined.

Keywords: Peer Coaching, Higher Education, Tertiary, Field-based Initial Teacher Education

Introduction

My interest in peer coaching was sparked whilst undertaking a previous unpublished project with work colleagues who were involved in a coaching partnership. At the time I was employed as a Home-Based¹ Childcare Visiting Teacher and was facilitating these partnerships with four other Visiting Teachers. Later when I was employed as a tertiary teacher, and developed an awareness of how important it is to provide a high level of advice and guidance for students, I wondered if a similar model could be used as a support network to help them succeed. This study investigated whether being involved in a peer coaching partnership enabled such students to support each other to find solutions to common problems encountered while completing an undergraduate tertiary qualification. It sought to discover what benefits participants reported when involved in a peer coaching partnership, and alongside this, what barriers to the partnership were encountered. The research questions were as follows:

1. In what ways are the students supported at tertiary level study when involved in a peer coaching partnership?
2. Did both partners in the peer coaching partnership identify the same benefits? If so, what were they?
3. What factors are reported as being important in maintaining peer coaching partnerships?

¹ In the New Zealand context Home-Based childcare is where an educator cares for and educates up to four children in their own home supported by a Visiting Teacher who holds a formal qualification and is registered with the New Zealand Teachers Council.

Through reviewing the literature concerning peer coaching (or comparable mentoring models) it is evident that there is significant research on peer coaching in a number of fields, particularly the health sector (Ladyshevsky, 2010; 2006). Various databases were used to find literature about peer coaching, including EBSCO Host, Proquest, JSTOR and Science Direct. When searching for relevant literature terms such as peer coaching, peer mentoring, higher education and teacher education were used.

Key characteristics of peer coaching

Peer coaching has been defined in many different ways over time (Fletcher, 2007; Griffiths & Campbell, 2009; Ives, 2008). D'Abate, Eddy and Tannenbaum (2003, p.362) suggest that there is "a great deal of conceptual confusion" about the concepts of mentoring and coaching, and other interactions which are undertaken to enhance employee growth (what D'Abate et al. term "developmental interactions"). Their investigation into 13 different developmental interactions suggests that some of the key characteristics of peer coaching are providing feedback, aiding, supporting, is lateral and has bi-directional purposes (D'Abate, et al, 2003). Several authors (for example: Jackson 2004; Slater & Simmons, 2001; Zwart, Wubbels, Bergen, & Bolhuis, 2007; 2009) suggest that there are some fundamental principles of peer coaching. Many of these principles are captured by Robertson (2005) in her definition of coaching. She views peer coaching as: a special, sometimes reciprocal, relationship between (at least) two people who work together to set professional goals *and* achieve them. The term depicts a learning relationship, where the participants are open to new learning; engage together as professionals equally committed to facilitating each other's leadership learning development and wellbeing where "dialogue is the essence of coaching and the concurrent improvement of practice" (Robertson, 2005, p. 24).

Robertson's (2005) mention of dialogue or communication between the peer coach partners is one key characteristic of a good peer coaching model and is an important one. As with any relationship clear and open lines of communication are essential. A relationship where conversations are non-evaluative must be developed between peer coaching partners (Ladyshevsky, 2006). In fact, Showers and Joyce (1996) removed verbal feedback from their coaching structure as they discovered that when the teachers in their setting tried to give each other feedback the collaboration between the partnerships often collapsed as the teachers felt their practice was being criticized. However, feedback which contains constructive criticism for example can be beneficial and warrants further investigation.

Two other key components of peer coaching which must be identified and discussed are issues of trust and reflection. The importance of basing a coaching relationship on trust is clearly identified in the literature (Jackson, 2004; Ladyshevsky, 2006; Robertson, 2005; Slater & Simmons, 2001). Robertson (2005) proposes that a feeling of trust should also be felt towards the facilitator of the peer coaching partnerships. Both Robertson (2005) and Wenger et al. (2002) suggest that this trust will take time to develop. Therefore it is crucial that time is allowed in order to establish trust when initially beginning a peer coaching relationship.

A second critical characteristic of peer coaching is reflection. Jackson (2004) proposes that coaching is intrinsically a reflective endeavour, and as such participants will need to be skilled in reflection. Reflective practice therefore needs to be evident in any peer coaching training that is provided. Donegan, Ostrosky and Fowler (2000) suggest that the growth of reflective practice that comes through participation in a peer coaching relationship is paramount for early childhood education teachers. In fact reflection must certainly be an essential skill for any educator. In her model of coaching leadership, Robertson (2005) says that by learning the skills of reflective interviewing,

coaches are able to question their partners in ways that enable them to critically reflect on whatever issue they are discussing. Inherent to successful reflective conversations is the ability to be an active listener (Robertson, 2005). Without this ability coaches are unable to formulate the reflective questions needed to empower their partner to find solutions. As Robertson (2005) suggests this can be an incredibly hard skill to master. When involved in conversations participants are often eager to share their thoughts and experiences which doesn't always allow the issue to be resolved in a reflective or satisfactory manner.

In summary, trust, reflection and good communication skills, which include being able to provide non-evaluative feedback, have all been identified as significant components required for successful peer coaching partnerships. It is essential that these components must be considered and nurtured if peer coaching partnerships are to be beneficial for those involved.

Methodology

The current study involves participants who were undertaking an integrated learning (field-based)² initial teacher education program. As such they face different pressures to their pre-service colleagues in many other tertiary institutions. A high proportion of the students on this programme are employed at their practicum³ setting meaning that they not only face issues surrounding being a student but also those of being an employee. In many instances the students on this programme need to continue working to contribute to the household financial position which is one reason why they choose to complete their qualification through an integrated learning programme. It is possible that when working alongside another student in a peer coaching partnership who is facing similar problems that the students involved in this research would be able to support their partners through shared issues. Consequently this study used a case study approach to identify the ways the students were supported through being involved in a peer coaching programme, whether both partners identified the same benefits and what these were and also what factors were reported as important in maintaining the peer coaching partnerships.

As the peer coaching model used in this study was a reciprocal one all participants were taught peer coaching skills during a workshop. This workshop enabled the participants to begin to form relationships with each other whilst practicing the required skills. The skills used in this model were active listening, reflective conversations and goal setting. The study received ethical approval from The University of Waikato and also from The Waikato Institute of Technology.

Case study methodology is a useful tool for educational researchers. Thatcher (2006) notes that case study methodology is a major research strategy in modern research projects, particularly in the social science field. He goes on to suggest that case studies have two main purposes, firstly to identify causal relationships and secondly to discover the worldwide view of the participants in the study. Case study methodology is particularly useful for small scale research projects, such as the current research study, which focus on an individual or group of individuals. This project included four case studies, one from each peer coaching partnership. Eight students studying on the Bachelor of Teaching (Early Childhood Education) at the Waikato Institute of Technology (Wintec) were involved in this study, forming four peer coaching partnerships. Four of the students were in their first year of study, the

² Students that undertake Initial Teacher Education qualifications through a field based programme of study complete a component (12 hours) of the programme each week in an early childhood education setting.

³ Practicum refers to the 12 hours of placement in an early childhood education setting required when undertaking a field-based qualification.

other four in their second. The participants volunteered to be part of the study and were purposefully paired.

In addition, a narrative stance was taken. Hendry (2010) suggests that narrative research is the oldest form of investigation and therefore considers whether all research methodologies could in fact, stem from the narrative. History has been told orally and these stories are worthwhile accounts of real life experiences. Through participating in narrative methodologies participants are telling their story (Clandinin & Connelly, 2000; Gibbs, 2006). Murrihy (2009) proposes that by using narratives access to the “heart and soul of experience” (p. 92) is gained. Murrihy (2009) goes on to say that narratives can be oral, and transcribed into text, or written. These texts are then developed into stories by the researcher and common themes can then be identified.

Although this study had a relatively small number of participants it was considered that the findings would be significant for informing student support practices at tertiary institutions. Table 1 describes the participants in more detail.

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Participant	Year One	Year Two	Mature Student	School Leaver	Employed	Volunteer	Lives Rurally*	Lives Locally**	Runs household	Lives home/flats
Laura		✓		✓	✓			✓		✓
Chelsea	✓			✓	✓			✓		✓
Louise		✓	✓		✓		✓		✓	
Charlotte	✓		✓		✓		✓		✓	
Lucy		✓	✓		✓		✓		✓	
Cindy	✓			✓		✓		✓		✓
Liz		✓	✓		✓	✓	✓		✓	
Carol	✓		✓		✓			✓	✓	
Notes:	<p>All year one students were given a pseudonym which starts with a ‘C’, all year two students pseudonyms start with an ‘L’.</p> <p>*Students in this category lived outside of Hamilton, where Wintec is located. These students worked or volunteered at an early childhood education setting local to their residence.</p> <p>**Students in this category lived in Hamilton and worked or volunteered at an early childhood education setting within this city.</p>									

Table 1: Characteristics of participants involved in the peer coaching partnerships

By developing case studies of each partnership, and telling the participants’ stories through narrative discourse, the research questions posed at the start of the study were answered.

A variety of methods of data collection, analysis and reporting were used. Surveys, interviews, focus groups, a workshop and reflective journals were used to gather data which was analysed through case study methodology and reported using narrative inquiry as described above. The participants were involved in a peer coaching relationship for a period of six months during which time data was collected, from June to December 2010.

Surveys

Two online surveys were undertaken during the data collection phase (appendix A and B). The first of these was administered prior to the initial interviews and focus groups as the responses to this survey would form the basis of the questions for these interviews. All of the year two students studying on the Bachelor of Teaching (Early Childhood Education) were invited through Wintec's online learning management system, Moodle, to participate in the initial online survey. As there were approximately 70 year two students the initial online survey was the most appropriate way to collect information as this method can be used for a large pool of participants (Cohen, Manion & Morrison, 2007; Mukherji & Albon, 2010). A URL (Uniform Resource Locator) link was posted on Moodle and participation in the survey was taken as consent.

The second survey was undertaken mid-way through the data collection phase of the research, and was offered to the eight participants who were involved in the peer coaching partnerships. This survey was intended to track the progress of the participants and their developing peer coaching partnerships. As with the previous survey, participants were able to complete this online. The mid-way survey was mostly quantitative but had qualitative aspects as the respondents were asked why/why not to the yes/no questions.

Interviews and focus groups

Interviews were chosen as a method for data collection for many reasons. As Mukherji and Albon (2010) note, interviews are a versatile and effective research tool which can be used across many disciplines. Interviews can be quantitative or qualitative in nature and can be structured, semi-structured or unstructured (Cohen et al., 2007; Mukherji & Albon, 2010). For the purpose of this research I chose semi-structured interviews. All participants in the interviews were asked the same set of open ended questions. After the analysis of the initial survey a set of interview questions were designed. The initial interviews conducted with the year one students participating in the project were individual, whereas the year two participants were interviewed in a group. In this instance I acted as more of a facilitator of a discussion as opposed to an interviewer. Although I had a set of questions, the participants, when in a group tended to expand on these in more depth as they bounced their ideas off one another. As with the individual interviews undertaken with the year one students, the group questions were semi-structured and open ended. The initial individual and group interviews were digitally recorded.

At the conclusion of the data collection phase all the participants were interviewed again. The interviews were again semi-structured in nature using open ended questions. I used data from the initial interviews and the mid-way survey to design this set of interview questions. Again these interviews were digitally recorded. The format of the final interviews was reversed from the initial interviews – the year one participants were interviewed as a group and the year two participants were interviewed individually. When determining what format the interviews should take, individual or group, I took the characteristics of the participants into consideration. I decided to undertake a group interview with the year two students initially so that they could expand on what their colleagues had said in the initial survey. The year one students were interviewed individually in the first instance because they did not know each other well and this may have impacted on what they were prepared to share. Because the initial interviews were conducted in this way the process was reversed for the final interviews. By working in a focus group the year one students would extend their thoughts. The year two students, on the other hand, would be interviewed individually and this was purely because of geographical location: the final interviews were to be conducted after the end of semester two and three of the four year two students lived rurally. So to alleviate any extra pressure on the year two participants they would be

interviewed at a place suitable to them. Once the interviews were transcribed they were member checked to ensure trustworthiness (Krefting, 1991).

Workshop

As this study focuses on peer coaching as a possible strategy for supporting tertiary students I felt it was important that there was some form of 'training' so that the participants had knowledge of the important characteristics and techniques of peer coaching. As Lu (2010) notes, training is an important part of establishing peer coaching partnerships because the participants need the opportunity to develop the required skills and to learn why these are important. Most peer coaching arrangements feature some form of training and this training can range from just a couple of hours to a few days (Lu, 2010). The workshop was run over an afternoon, on the same day that the initial interviews were undertaken. Out of the eight participants in this study seven were able to attend the workshop. The eighth participant was unable to attend because of work commitments. She was provided with an opportunity to complete the workshop in a one on one situation with me at a later date.

The workshop gave the participants a brief history of peer coaching and explored some of the techniques that they would use in their partnerships. At the workshop the participants were put into their partnerships, which had been selected by me prior to them attending. The pairings were made based on the characteristics of the participants (Table 1). I tried to ensure that the participants had common characteristics, and this was achieved for three of the pairings who had at least three criteria in common. Due to the nature of the participants this resulted in the fourth pairing, Lucy and Cindy, being very different from each other. The participant whose partner couldn't come to the workshop joined in with another group and they worked triadically on this occasion. During the course of the workshop the participants were able to practice the techniques with their partners. I worked alongside the partnerships at the workshop to help the participants develop the skills. The skills taught to the participants during the workshop were active listening, reflective conversations and goal setting.

Reflective Journals

Reflective journals as a data collection method are often featured in qualitative research studies, in particular qualitative feminist studies (Mukherji & Albon, 2010). Reflective journals are an effective way of reflecting on one's own practice and can be a key tool for reflective practitioners in education. For this study the participants were all given a notebook to use for their journal. They were asked to reflect on the workshop, the peer coaching process, their meetings or other contacts with their partner and any other issues that impacted on them over the six months of data collection. All students on the Bachelor of Teaching (Early Childhood Education) are required to keep a reflective diary as a part of their practicum (weekly placement in a centre) so they already had knowledge of this concept. Most of the participants wrote in their journals initially but this documentation of their thoughts was not as thorough and reflective as I had hoped. In a study undertaken by Hooker, Peters, Biggar and Bleaken (2008) the participants were also required to keep a reflective journal. As with the present study the researchers found that this was not an effective data collection tool. In this case the authors questioned if the concept of keeping a reflective journal was new to the participants, and if so, some extra support and guidance about what was required could have been beneficial. Other studies note that perhaps journaling is an overused tool (Anderson, 1992; O'Connell & Dymont, 2011; Thorpe, 2004) and, as the students in this study had also to keep a journal for course work, this could have impacted on their lack of reflection during the study.

Findings

The narrative stories shared by the peer coaches showed four very different journeys. Each story told of the benefits of being involved in a peer coaching partnership as a tertiary student. The stories also highlighted potential stumbling blocks of such a relationship. Through analysing the written texts (transcripts of interviews, survey responses and journals) common themes began to appear. Some of these themes are similar to those discussed in other literature investigating peer coaching relationships, such as the time commitment needed for peer coaching (Robertson, 2005; Donegan et al., 2000) and the importance of training (Britton & Anderson, 2010; Lu, 2010). Some new themes that are not as well covered in the peer coaching literature have also surfaced. These four new themes will be discussed in the following sections.

Theme	Number of participants who identified this theme	Covered in literature or new
Time commitment	Six	In literature
Importance of training	Eight	In literature
The use of technology	Four	New
Increased communication skills	Three	New
Being able to ask the 'silly' questions	Three	New
The importance of 'give and take'	Two	New

Table 2: Emerging themes

1. The use of technology to support the peer coaching relationship

One of the advantages of being involved in a peer coaching partnership is that the meetings do not need to be long (Donegan et al., 2000). Donegan et al. (2000) suggest that 15 minute meetings can be sufficient for peer coaches to reflect on their current issues or practice. This briefness of meeting can be further enhanced by using other means of communication. All of the participants in this study communicated with each other using various forms of technology: email, text messaging, Moodle and phone calls. The use of technology to enhance a peer coaching partnership is not discussed fully in the literature reviewed for this study, apart from Murphy, Mahoney, Chen, Mendoza-Diaz, and Yang (2005) who investigated online discussions surrounding the topic. This is an area worth further exploration. By utilizing technology two out of the four partnerships maintained what they understood to be successful peer coaching partnerships. This was acknowledged in the mid-way survey where two participants made comments such as “[texting] is easy and I tend to communicate with most people that way” and “because it [texting] is a simple way to find out if each other is free”. Charlotte also recognized the benefits of this form of contact in the final interview when she said “We often texted each other just really to touch base; see if we’re okay”.

However, these two partnerships also maintained a level of contact with each other both inside and outside of the Waikato Institute of Technology through planned and unplanned meetings. The partnerships that were less successful relied on the use of technology as their only form of contact with each other. It must be noted therefore, that a level of face to face contact should be maintained in order to establish and maintain successful peer coaching partnerships for tertiary students. Through regular communication, trust was developed in two of the partnerships as the participants got to know each

other better and which strengthened their relationships (Jackson, 2004; Ladyshevsky, 2006; Robertson, 2005; Slater & Simmons, 2001).

2. Increased communication skills

Having the necessary communication skills has already been identified as an important characteristic of a peer coaching partnership (Donegan et al., 2000; Roberston, 2005). However an unexpected outcome of the study was *increased* communication skills. Four of the participants reported how their communication skills had broadened over the course of the study, particularly with other adults. The participants reported that the action listening and reflective conversation skills which they had learnt in the workshop contributed to this. By utilizing this skill when communicating with other adults they were able to really listen to and understand the issues before responding. Carol said “Active listening and reflective conversations [were useful skills], it gave me the tools to have effective conversations and be a good conversation partner”. Murrihy (2009) also found this to be a beneficial offshoot from her study with a group of leaders who were peer coaches. Two of the coaches in Murrihy’s study also identified increased communication skills, predominantly with their own families.

It is imperative, therefore, that for peer coaching to be successful potential peer coaches must undertake training to learn (or enhance) the necessary skills. As Lu (2010) notes, length and content of training for peer coaching programmes differs from programme to programme. An investigation into how much training is needed and the content necessary would be interesting. The role of the facilitator who oversees the coaching programme also needs further investigation, as the importance and influence of this role remains unclear.

3. Being able to ask the ‘silly’ questions

Three of the participants in this study identified having someone whom they could approach to ask what they perceived as being ‘silly questions’ as a benefit of being involved in a peer coaching partnership. Although this particular theme is not identified in the peer coaching literature there is mention of the importance of non-evaluative feedback and open communication (Munson, 1998; Showers & Joyce, 1996). The acknowledgement of the significance of these aspects of peer coaching clearly highlights, that for some tertiary students, a peer coaching partnership where they feel valued and safe, could provide the required support to enable them to complete the qualification needed to work in their chosen field.

Having the confidence to ask a peer coaching partner anything without being judged or thought of as ‘silly’ again highlights the necessity that successful peer coaching partnerships are based on mutual trust and respect (Robertson 2005; Slater & Simmons 2001). This also shows that it is essential that the relationships are reciprocal, where communication is open, and participants can engage in effective dialogue with one another in what they consider to be a safe and collaborative environment (Buzbee-Little, 2005). Liz, in her final interview, recognized what this could mean for her partner. She said “I’m guessing for *Carol*, maybe she felt that she did have somebody; just sometimes knowing that you’ve actually got somebody that you can ring up and ask a question [is worthwhile]”.

By having this peer coach to go to participants felt that their questions would be answered in a non-judgemental way and in a safe environment. Being able to talk to their peer coach in this way showed that many of the relationships had developed the necessary level of trust and respect needed for the partnership to continue. This trust and respect is identified in the literature as being crucial components

for successful peer coaching partnerships (Jackson, 2004; Ladyshefsky, 2006; Slater & Simmons, 2001; Robertson, 2005). This was further expanded on by the participants in this study who identified that because of this level of trust and respect from both partners they could seek advice and support without being judged or feeling threatened.

4. The importance of 'give and take'

Acknowledging the importance of 'give and take' has also arisen from this study. It seems that for a peer coaching partnership to be successful that participants must be aware that at times it will feel that they give more than they receive. Liz suggested, for example, if you are prepared to keep up the communication with your partner, even though you seem to always be the one to make contact, you will get some benefit out of it. Whereas Lucy said "There wasn't any benefit for me, just because I felt it was quite one-sided". This highlights the importance of reciprocity in a peer coaching partnership. Without reciprocity the danger is that the partnership may become one of a mentor/mentee rather than a coach. Although the coaches who identified these one sided partnerships in this study all saw this as an obstacle, they thought that it could be overcome if each coach was dedicated and motivated enough to continue the partnership, as noted by Liz. I disagree with this premise. For peer coaching to truly be peer coaching then a high level of reciprocity must be maintained by both coaches or else it is not a coaching partnership.

Conclusion

This study identified some benefits and barriers of peer coaching for tertiary students who were involved in field-based training for an initial teacher education qualification. It is evident that peer coaching can be a good support strategy when applied in higher education (Anderson et al., 2005; Britton & Anderson, 2010; Ladyshefsky, 2006). Six of the students in this study reported that it was a worthwhile experience for them and they believed they were able to give some to their partner. For the other two for whom the process was not beneficial the barriers such as time commitment and 'give and take' meant that they could not build strong relationships with their partners, and therefore their peer coaching experience was disappointing.

The findings indicate that there are areas for possible further research, namely, the use of technology to support peer coaching partnerships, the role of the facilitator (overseer) and whether being involved in a peer coaching relationship aids student retention (not addressed in this study). There is plenty of scope for continued study in this area. A longitudinal study may be particularly useful in determining what factors remain important in maintaining peer coaching partnerships across the three or four years of initial teacher education, and if in fact the partnerships continue when the students emerge as beginning teachers.

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Appendix A

Peer Coaching Initial Survey

1. Please identify any barriers that you encountered during your first year of study at Wintec. Select all that apply to you.

Employment Commitments	<input type="checkbox"/>
Access to Lecturers	<input type="checkbox"/>
Time Management	<input type="checkbox"/>
Workload	<input type="checkbox"/>
Access to Mentor	<input type="checkbox"/>
Other (please Specify)	

2. Please rate how much impact you believe these barriers have on successful study.

	No Impact	Not much Impact	Impacted Somewhat	Hugh Impact	N/A
Employment Commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please identify which support you accessed to overcome the barriers selected in question one.

Lecturers	<input type="checkbox"/>
Peer Tutors	<input type="checkbox"/>
Counselling	<input type="checkbox"/>
Student Learning Support	<input type="checkbox"/>
Friends	<input type="checkbox"/>
Family	<input type="checkbox"/>
Class Representatives	<input type="checkbox"/>
Other (please specify)	

4. Please rate how effective you found this support.

	Not effective at all	Somewhat effective	Effective	Very effective	N/A
Lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Learning Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B

Peer Coaching Mid-way Survey

1. How often have you met with your peer coach formally to date?

- ☐ Once
- ☐ Twice
- ☐ Three times
- ☐ Four times
- ☐ More than four times

2. How often have you met with your peer coach informally to date (eg: run into each other at Wintec, phone calls etc)?

- ☐ Once
- ☐ Twice
- ☐ Three times
- ☐ Four times
- ☐ More than four times

3. Have you been corresponding with your peer coach by email?

- ☐ Yes
- ☐ No

Why/Why not?

4. Have you been corresponding with your peer coach through Moodle?

- ☐ Yes
- ☐ No

Why/Why not?

5. Have you been corresponding with your peer coach through text messaging?

- ☐ Yes
☒ No

Why/Why not?

6. Have you been corresponding with your peer coach by telephone?

- ☐ Yes
☒ No

Why/Why not?

7. Which method have you found to be the most beneficial way of communicating with your peer coach?

- ☐ Formal meetings
☒ Informal meetings
☐ Email
☒ Moodle
☐ Text Messaging
☒ Phone

Please explain why:

8. Which method have you found to be the least beneficial way of communicating with your peer coach?

- ☐ Formal meetings
☒ Informal meetings
☐ Email
☒ Moodle
☐ Text Messaging
☒ Phone

Please explain why:

9. In what ways has your peer coach helped you to date?

- ☐ Study
☒ Employment issues
☐ Personal issues

Other: